

# 2020 Annual Report

## Jerrys Plains Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Jerrys Plains Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Jerrys Plains Public School

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## School vision

To continue to build a collaborative and inclusive educational environment where teachers hold high expectations of their students, they know their students well, value them as learners, and support their learning. This will lead to teachers promoting differentiated instruction, providing individualised feedback and engaging in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

## School context

Built on the land of the Wanaruah People, Jerrys Plains Public School opened in January 1881. The heritage listed buildings date back to 1879.

We are a dynamic and caring educational environment, providing students with access to quality programs within a varied and balanced curriculum. We see our students as individuals, and the curriculum is planned accordingly to cater for each child's specific needs.

Our school is well resourced with excellent facilities for its students, including stimulating classrooms, a library, covered playground equipment and large playground areas. Nine percent of our students recognise and celebrate their Aboriginal heritage.

The local school community highly values the positive partnerships that exist with the school and willingly cooperates in order to assist in a variety of authentic learning experiences for their children. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Jerrys Plains Public School.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations. Jerrys Plains Public School is a proud member of the Singleton Learning Community, where collegial practices among the nine schools ensures all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Teaching and Learning

#### Purpose

To further develop a stimulating learning environment in which evidence based pedagogies produce high levels of student growth.

#### Improvement Measures

All students achieve their expected growth in literacy and numeracy.

Formative assessment practices are embedded in all teaching and learning programs.

All students are highly engaged in their learning.

#### Progress towards achieving improvement measures

**Process 1:** Targeting literacy and numeracy priorities using evidence informed pedagogy.

Evaluation	Funds Expended (Resources)
Literacy and Numeracy achievement was closely monitored throughout the year, to ensure that all students remain on track. Assessments included school based assessments, Check-in, with data regularly updated in PLAN2.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$3559.00)</li></ul>

**Process 2:** Establish a quality learning environment which supports risk taking, promotes student engagement and acknowledges student effort and achievement.

Evaluation	Funds Expended (Resources)
Tell Them From Me, Check-in and PLAN2 data identified that the school's positive learning environment was a place where students felt safe and secure in their learning, and were well supported.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$1000.00)</li></ul>

**Process 3:** Deep knowledge and understanding of the syllabus, National Learning Progressions and how to effectively implement these into the classroom using the Australian Professional Standards for Teachers as a guide.

Evaluation	Funds Expended (Resources)
Teacher programs show evidence of deep syllabus knowledge and use of the Australian Professional Standards for teachers. Student progress was tracked against the learning progressions every 5 weeks.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$7063.00)</li></ul>

## Strategic Direction 2

### Wellbeing

#### Purpose

To empower the students and staff to connect, succeed and thrive emotionally, physically, socially and academically.

#### Improvement Measures

Students and staff will express increasing levels of satisfaction.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole-school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Compared to 2019 data, the 2020 Tell Them From Me data identified an increased percentage of students who are highly engaged in their learning. School Attendance was at 90% or above, each term. Wellbeing practices were embedded across the school, as evidenced by student surveys and Tell Them From Me data.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$3000.00)</li></ul>

## Strategic Direction 3

### Community

#### Purpose

To form stronger relationships with the wider community in order to maximise learning opportunities, so that our students grow into confident, creative and resilient life long learners.

#### Improvement Measures

Increase engagement of parents and community members.

All staff make links with other schools and external agencies.

#### Progress towards achieving improvement measures

**Process 1:** Strengthen community engagement to build positive home/school partnerships.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
COVID-19 restrictions heavily impacted on the ability of the community to engage with the school. Once assemblies were able to re-commence, they were without parents and caregivers being present. P and C meetings moved online, and attendance levels reduced. Nevertheless, the 'Partners In Learning' Tell Them From Me Parent Survey once rated the school as being above the NSW Government Norm across all seven domains.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$50.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$11 516.00)</li> </ul>	<p>In 2020, funding was spent on assisting students access extra curricular activities. Connections were made with the Ochre Opportunity Hub, enabling students to grow their knowledge and experiences, and to develop a deeper understanding of Aboriginal Culture. All Aboriginal students made progress across the literacy and numeracy progressions. We have a close engagement with our local AECG, and regularly consult with them on our plans. We have worked to make the PLP process more authentic. There are key strategies in the new NSW AECG Walking Together, Working Together Partnership Agreement that will guide our future directions.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$34 032.00)</li> </ul>	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. School Learning and Support Officers have been employed to work closely with classroom teachers to support academic, social and emotional learning at school. Teaching and learning reflecting individual student needs are addressed through differentiated programs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$5 688.00)</li> </ul>	<p>The Quality Teaching, Successful Students allocation was used to provide comprehensive and focused support for teachers with NESA Accreditation processes and the Performance and Development Plans. It allowed teachers to observe and work shoulder to shoulder in each others rooms to support student learning and teacher professional development. It was also used to enable the principal to work alongside teachers in classrooms to support teaching and learning as an Instructional Leader.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$67 849.00)</li> </ul>	<p>This funding has been used to purchase quality resources to support learning, assisting students to access extra curricular activities, and to employ additional School Learning and Support Officers. These whole school strategies have assisted our targeted students in literacy, numeracy, language development and behaviour.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$14 481.00)</li> </ul>	<p>The school had one beginning teacher in 2020. This person was provided with additional release time to undertake professional learning aligned with their PDP. They were also mentored by the Instructional Leader, with a focus in improving classroom pedagogy. The teacher worked through the NSW Education Standards Authority processes and achieved Proficient Teacher accreditation.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	21	18	20	22
Girls	19	13	15	12

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	91.9	85.8	93.8
1	93	91.9	92.9	89.6
2	92.3	89	91.6	92.2
3	91.7	94.2	91.6	95.3
4	91.1	92.3	88.4	94.4
5	96.2	91.2	90.2	97.2
6	84.4	94.4	90.3	93.6
All Years	91.9	92.2	90.1	93.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	80,992
<b>Revenue</b>	807,389
Appropriation	741,307
Grants and contributions	65,874
Investment income	209
<b>Expenses</b>	-762,353
Employee related	-658,033
Operating expenses	-104,320
<b>Surplus / deficit for the year</b>	45,036
<b>Closing Balance</b>	126,028

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	56,769
<b>Equity Total</b>	113,398
Equity - Aboriginal	11,516
Equity - Socio-economic	67,849
Equity - Language	0
Equity - Disability	34,032
<b>Base Total</b>	509,691
Base - Per Capita	8,418
Base - Location	10,038
Base - Other	491,235
<b>Other Total</b>	15,733
<b>Grand Total</b>	695,591

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

The changes introduced throughout 2019 continued into the early parts of 2020. The impact COVID-19 had on parent and caregiver access to the school was enormous. We had worked very hard during 2018 and 2019 to establish a culture that enabled the Jerrys Plains community to actively engage with the school, and started the year with the assumption that this would continue. Understandably, COVID-19 restrictions reduced parent and caregiver access to the school. However, the Tell Them From Me (TTFM) data established that parents and caregivers continue to have a high regard for the school. In 2020, the TTFM 'Partners in Learning' Parent Survey again identified high levels of parental involvement, inclusiveness and participation within the school. Across each of the seven measures, parents rated the positive relationships between the school and community as being greater than the NSW Government Norms.

Student feedback was very positive around the opportunities they received at the school. The Tell Them From Me data identified that sense of belonging, interest and motivation, and effort were all rated at 100% by the students.

Additionally, staff felt supported and valued at Jerrys Plains Public School, with teacher survey data establishing high levels of happiness, advocacy, engagement and the desire for continuous improvement. This highly positive school culture has contributed to school-wide growth in student learning outcomes.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.